PANDEMIC’S CHALLENGE IN EDUCATION

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The COVID-19 epidemic has had a significant impact on the global society, prompting educators to review their online teaching readiness. Some of the adaptations in the contemporary setting, in my experience as an Earth science instructor, include the absence of laboratory activities, field trips, and other off-campus interactions. With these changes come new obstacles, such as revamping curriculum and assessments, technology resource restrictions, and the influence of other factors like diminished social contacts between learners and teachers. Nonetheless, opportunities to investigate novel answers to these problems are required. This pandemic is being seen as a watershed point in the country’s educational system. Indeed, teaching and learning in the COVID-19 and post-COVID-19 periods face tremendous problems that necessitate well-thought-out responses and solutions. In order to provide courses through various modalities, school officials, teachers, students, and parents must work together in a synergistic manner. Parental support is critical to children's academic achievement and the current online learning process. Curriculum experts and politicians are being urged to reassess the readiness of existing education infrastructures to continue even in the face of pandemics like COVID-19. To address future emergencies such as the current health crisis, school districts should think about how to prepare students and their families for online learning, how to prepare teachers to adapt to online teaching, and how to redesign assessments to be compatible with online learning and equitable. Furthermore, digital gaps must be bridged and addressed.

References:

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